

# ICT



Lesson preparation book

# prep3

*Second term*



# Teacher ' s Biography

Name: .....

School: .....

The educational administration: .....

Qualification: .....

Teaching Subject: .....

Comprehensive School: .....

The school to which he is delegated: .....

Date of appointment: .....

The job is on the staff: .....

Teacher Code: .....

Mobile Number: .....

**Teacher**

-----

**Supervisor**

-----

**School Principal**

-----

## Daily class schedule

| Session<br>Day | Second | Second | Third | Fourth | Fifth | Sixth | Seventh | Eightieth | Ninth |
|----------------|--------|--------|-------|--------|-------|-------|---------|-----------|-------|
| Saturday       |        |        |       |        |       |       |         |           |       |
| Sunday         |        |        |       |        |       |       |         |           |       |
| Monday         |        |        |       |        |       |       |         |           |       |
| Tuesday        |        |        |       |        |       |       |         |           |       |
| Wednesday      |        |        |       |        |       |       |         |           |       |
| Thursday       |        |        |       |        |       |       |         |           |       |

| Session<br>Day | Second | Second | Third | Fourth | Fifth | Sixth | Seventh | Eightieth | Ninth |
|----------------|--------|--------|-------|--------|-------|-------|---------|-----------|-------|
| Saturday       |        |        |       |        |       |       |         |           |       |
| Sunday         |        |        |       |        |       |       |         |           |       |
| Monday         |        |        |       |        |       |       |         |           |       |
| Tuesday        |        |        |       |        |       |       |         |           |       |
| Wednesday      |        |        |       |        |       |       |         |           |       |
| Thursday       |        |        |       |        |       |       |         |           |       |

Teacher

Supervisor

School Principal

## General objectives of the subject of Computer Science

**At the end of the Second term the student will be able to:**

- **Providing** students with the appropriate amount of scientific and basic knowledge and skills related to information technology.
- **Develop** basic scientific thinking skills with a focus on modern technological skills through their interaction with the computer.
- **Training** students to work in a team by practicing computer techniques.
- **Developing** self-education skills in order to access the correct information by themselves through the use of computers.
- **Developing** students' awareness of the importance of using computers in all areas of life.
- **Students'** appreciation of the role that computers play in problem solving.
- **Students** familiarize themselves with the computer and deal with its programs without intimidation.
- **Developing** the Egyptian personality capable of facing the challenges of the third millennium in the technology and information revolution.
- **Acquiring** the right ethics and behaviors in dealing with others through the means and tools of information and communication technology.

**Teacher**

-----

**Supervisor**

-----

**School Principal**

-----

## The Specified Objectives of Computer

At the end of the Second term the student will be able to:

- ▽ **Use** of different data.
- ▽ **Clarify** the concept of personalization clause.
- ▽ **Prioritizing** the execution of calculations.
- ▽ **Clarify** the uses of the if...then conditional statement
- ▽ **Using** the If... Then... Else statement
- ▽ **Define** the concept of iterative loops.
- ▽ **Define** cyber bullying.
- ▽ **Distinguishing** forms of electronic infringement.
- ▽ **Track** the correct behavior in the face of electronic infringement.
- ▽ **Request** assistance from responsible individuals and bodies when exposed to electronic infringement.

Teacher

-----

Supervisor

-----

School Principal

-----

**Distribution of computer and information technology content**  
**For 3rd.Prep - Second Term**

| week | Activity                                                            | Accompanying activities                                                                                                                                                                   |
|------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>Chapter One</b><br>Data<br>Data Types<br>Constant & Variables    | Training (1-1)<br>Training (1-2)                                                                                                                                                          |
| 2    | Constant & Variables<br>Assignment                                  | Training (1-3) & (1-4) & (1-5)                                                                                                                                                            |
| 3    | Priorities for implementing<br>mathematical operations Errors       | The student gives mathematical expressions and<br>calculates them according to the priorities of the<br>implementation of arithmetic operations.<br>Examples of different types of errors |
| 4    | <b>Solve the Second chapter questions</b>                           |                                                                                                                                                                                           |
| 5    | <b>Chapter Two</b><br>Branching<br>If... Then<br>If...Then..Else... | Understanding converting a flowchart into an IF<br>statement<br>Examples of different forms of a conditional expression<br>Training (2-1)&(2-2)&(2-3)                                     |
| 6    | Branching<br>Select...Cas                                           | Training (2-4)<br>Training (2-5)                                                                                                                                                          |
| 7    | <b>Solve the second chapter questions</b>                           |                                                                                                                                                                                           |
| 8    | <b>Chapter Three</b><br>Looping & Procedures<br>For...Next          | Training (3-1)<br>Training (3-2)                                                                                                                                                          |
| 9    | Continued For... Next<br>Control the beginning, end, and            | Training (3-3)<br>Training (3-4)                                                                                                                                                          |

|           |                                                   |                                                                                   |
|-----------|---------------------------------------------------|-----------------------------------------------------------------------------------|
|           | <b>increment of the For...<br/>Next statement</b> |                                                                                   |
| <b>10</b> | <b>Do while</b>                                   | <b>Training (3-5)<br/>Converting for clauses into do while<br/>Training (3-6)</b> |
| <b>11</b> | <b>Procedure<br/>Announcing the Sub</b>           | <b>Training (3-7)<br/>Training (3-8)</b>                                          |
| <b>12</b> | <b>Announcing a Function</b>                      | <b>Training (3-9)</b>                                                             |
|           | <b>Solve the third chapter questions</b>          |                                                                                   |
| <b>13</b> | <b>Chapter Four Cyberbullying</b>                 |                                                                                   |
| <b>14</b> | <b>General Review</b>                             |                                                                                   |

| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title  |
|--------|-------|------|--------|------|--------|---------------|
| PREP 3 |       |      |        | One  | 1      | Types of data |
|        |       |      |        |      |        |               |
|        |       |      |        |      |        |               |
|        |       |      |        |      |        |               |

**Introduction / What is data? What are their types?**

**Lesson objectives/** -Understand new concepts in the programming language such as constants and variables.

-Identify the concept of data and its types.

-Acquire the skill of dealing with different types of data.

| Skills, values and issues covered in the lesson                                                                                                                       | Teaching Aids                              | Assistive technology for integration students if available | Teaching strategies                                                                     | Subject                                                          | Educational activities                                                                            | Formative assessment                                                                                             | Evaluation                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Learning to Be: Technological Awareness</b><br><b>Work Values: Responsibility</b><br><b>Global Issues: Facing Global Challenges through Digital Transformation</b> | whiteboard - Presentation -Electronic Book |                                                            | <input type="checkbox"/> Brainstorming <input type="checkbox"/> Dialogue and discussion |                                                                  | <b>"With the assistance of your teacher, propose new ideas for using variables and constants"</b> | <b>"Using PowerPoint, design an advertising poster (infographic) illustrating the most important data types"</b> | <b>Solving the questions in the school textbook</b> |
| Weekly Assessment                                                                                                                                                     |                                            |                                                            |                                                                                         | Complete: One of the naming rules of constants and variables.... |                                                                                                   |                                                                                                                  |                                                     |



| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title         |
|--------|-------|------|--------|------|--------|----------------------|
| PREP 3 |       |      |        | One  | 2      | Constant & Variables |
|        |       |      |        |      |        |                      |
|        |       |      |        |      |        |                      |
|        |       |      |        |      |        |                      |

**Introduction / What is the difference between constants and variables?**

**Lesson objectives/**

**-Declare** constants and variables in a correct manner **- Recognizes** the importance of the allocation clause. **-Differentiate** between constants and variables.

| Skills, values and issues covered in the lesson                                               | Teaching Aids                              | Assistive technology for integration if available | Teaching strategies                                                                     | Subject                                        | Educational activities                                        | Formative assessment                                     | Evaluation                                   |
|-----------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------|
| Learning to Be: Work Values<br>Work Values: Discipline<br>Global Issues: Research Exploration | whiteboard - Presentation -Electronic Book |                                                   | <input type="checkbox"/> Brainstorming <input type="checkbox"/> Dialogue and discussion |                                                | "Using VB.NET, use the Const statement to declare constants." | "Using VB.NET, create simple formulas (or expressions)." | Solving the questions in the school textbook |
| Weekly Assessment                                                                             |                                            |                                                   |                                                                                         | Complete: - To declare constants uses (.....). |                                                               |                                                          |                                              |

| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title                                       |
|--------|-------|------|--------|------|--------|----------------------------------------------------|
| PREP 3 |       |      |        | One  | 3      | Priority rules of Arithmetic operations and errors |
|        |       |      |        |      |        |                                                    |
|        |       |      |        |      |        |                                                    |
|        |       |      |        |      |        |                                                    |

**Introduction /** What are the priorities for performing calculations?

**Lesson objectives/**

**1-Identify** the priorities of calculations. **2-Manages** to solve some arithmetic problems. **3-Realizes** the importance of the priorities of arranging calculations.

| Skills, values and issues covered in the lesson                                                                     | Teaching Aids                              | Assistive technology for integration students if available | Teaching strategies                                                                  | Subject                                              | Educational activities                                                               | Formative assessment                                                                        | Evaluation                                   |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Learning to Be:</b> Work Values<br><b>Work Values:</b> Cooperation<br><b>Global Issues:</b> Research Exploration | whiteboard - Presentation -Electronic Book |                                                            | <input type="checkbox"/> Brainstorming <input type="checkbox"/> - Practical Training |                                                      | "Through discussion with your teacher, identify errors and attempt to resolve them." | "With your teacher's assistance, identify the arithmetic operations and try to solve them." | Solving the questions in the school textbook |
| Weekly Assessment                                                                                                   |                                            |                                                            |                                                                                      | Complete: - Types of errors (..... , ..... , .....). |                                                                                      |                                                                                             |                                              |

| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title            |
|--------|-------|------|--------|------|--------|-------------------------|
| PREP 3 |       |      |        | One  | 4      | Solve chapter questions |
|        |       |      |        |      |        |                         |
|        |       |      |        |      |        |                         |
|        |       |      |        |      |        |                         |

**Introduction / What are the priorities for performing calculations?**

**Lesson objectives/** -Understand new concepts in the programming language such as constants and variables.

- Mention the important information gained from chapter 1

-Solve the questions in the textbook.

| Skills, values and issues covered in the lesson                                                                                                                  | Teaching Aids                              | Assistive technology for integration n students if available | Teaching strategies                                                                  | Subject                              | Educational activities                                                          | Formative assessment                                                       | Evaluation                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------|
| <b>Learning to Be:</b> Technological Awareness<br><b>Work Values:</b> Perseverance<br><b>Global Issues:</b> Monitoring the Global Evolution of Operating Systems | whiteboard - Presentation -Electronic Book |                                                              | <input type="checkbox"/> Dialogue and discussion <input type="checkbox"/> - Training |                                      | through discussion with your classmates, solve the Chapter One review questions | With your teacher's assistance, try to accomplish what you have learned in | Solving the questions in the school textbook |
| Weekly Assessment                                                                                                                                                |                                            |                                                              |                                                                                      | Solving Chapter One Review Questions |                                                                                 |                                                                            |                                              |

| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title             |
|--------|-------|------|--------|------|--------|--------------------------|
| PREP 3 |       |      |        | two  | 1      | Branching with IF...then |
|        |       |      |        |      |        |                          |
|        |       |      |        |      |        |                          |
|        |       |      |        |      |        |                          |

## Introduction / What is branching?

### Lesson objectives/

**1-Recognizes** conditional expressions.

**2-Use** the phrase If... then.

**3-Feel** the importance of branching in the language of VB.net..

| Skills, values and issues covered in the lesson                                                                                          | Teaching Aids                              | Assistive technology for integration n students if available | Teaching strategies                                                                     | Subject                     | Educational activities                                                                         | Formative assessment                                                                  | Evaluation                                          |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Learning to Be:</b> Work Values<br><b>Work Values:</b> Exploration<br><b>Global Issues:</b> Facilitating the global use of technology | whiteboard - Presentation -Electronic Book |                                                              | <input type="checkbox"/> Dialogue and discussion <input type="checkbox"/> Brainstorming |                             | <b>In collaboration with your classmates, create a conditional statement using "If... Then</b> | <b>With the help of your teacher, create a branching structure using "If... Then"</b> | <b>Solving the questions in the school textbook</b> |
| Weekly Assessment                                                                                                                        |                                            |                                                              |                                                                                         | Complete: Branching is..... |                                                                                                |                                                                                       |                                                     |

| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title                 |
|--------|-------|------|--------|------|--------|------------------------------|
| PREP 3 |       |      |        | two  | 2      | Branching with Select...case |
|        |       |      |        |      |        |                              |
|        |       |      |        |      |        |                              |
|        |       |      |        |      |        |                              |

**Introduction / When to use the Select select... case?**

**Lesson objectives/ 1. Differentiate** between the sentence of... then and between the Select clause... case.

**2. Write** Select code... case in branching.

**3. Recognize** the importance of branching in the language of VB.net

| Skills, values and issues covered in the lesson                                                                                                                             | Teaching Aids                              | Assistive technology for integration if available | Teaching strategies                                                                     | Subject                                                                                                                             | Educational activities                                                                                                                                                                                                                   | Formative assessment | Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------|
| <b>Learning to Be:</b> Technological Awareness<br><b>Work Values:</b> Clarity and Transparency<br><b>Global Issues:</b> Keeping pace with hardware and software development | whiteboard - Presentation -Electronic Book |                                                   | <input type="checkbox"/> Dialogue and discussion <input type="checkbox"/> Brainstorming |                                                                                                                                     | Using the branching statement "Select Case", write the appropriate codes<br><br>On the device in front of you, change the variable value using the "Select Case" branching structure<br><br>Solving the questions in the school textbook |                      |            |
| Weekly Assessment                                                                                                                                                           |                                            |                                                   |                                                                                         | Mark ✓ or mark X:<br>You use the phrase If. then when the branching is on the value of one variable and there are many conditions() |                                                                                                                                                                                                                                          |                      |            |

| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title            |
|--------|-------|------|--------|------|--------|-------------------------|
| PREP 3 |       |      |        | two  | 3      | Solve chapter questions |
|        |       |      |        |      |        |                         |
|        |       |      |        |      |        |                         |
|        |       |      |        |      |        |                         |

**Introduction /** What are the most important definitions of Class Two?

**Lesson objectives/** 1. Mention important information gained from chapter 2.

.2Solve the questions in the textbook.

3. Recognize new concepts in the programming language such as conditional expression.

| Skills, values and issues covered in the lesson                                                                                                 | Teaching Aids                              | Assistive technology for integration if available | Teaching strategies                                                                     | Subject                        | Educational activities                                                 | Formative assessment                                                            | Evaluation                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------|
| <b>Learning to Be:</b> Technological Awareness<br><b>Work Values:</b> Collaboration<br><b>Global Issues:</b> Participation in the digital world | whiteboard - Presentation -Electronic Book |                                                   | <input type="checkbox"/> Dialogue and discussion <input type="checkbox"/> Brainstorming |                                | In collaboration with your classmates, solve the Chapter Two questions | With the help of your teacher, try to accomplish what was taught in Chapter Two | Solving the questions in the school textbook |
| Weekly Assessment                                                                                                                               |                                            |                                                   |                                                                                         | Answer the following questions |                                                                        |                                                                                 |                                              |

| Grade  | Class | Date | Period | Unit  | Lesson | Lesson Title |
|--------|-------|------|--------|-------|--------|--------------|
| PREP 3 |       |      |        | three | 1      | For...Next   |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |

**Introduction / How do you repeat a specific command multiple times within a program?**

**Lesson objectives/ 1. Mention** the concept of recursive loops

**2. Use** for... Next to execute code a specified number of times.

**3. Feel** the importance of recursive loops in VB.net language

| Skills, values and issues covered in the lesson                                                                                                                             | Teaching Aids                              | Assistive technology for integration if available | Teaching strategies                                                                         | Subject                                                       | Educational activities                                                                  | Formative assessment                                                          | Evaluation                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------|
| <b>Learning to Be:</b> Technological Awareness<br><b>Work Values:</b> Clarity and Transparency<br><b>Global Issues:</b> Keeping pace with hardware and software development | whiteboard - Presentation -Electronic Book |                                                   | <input type="checkbox"/> Practical Training - <input type="checkbox"/> Cooperative Learning |                                                               | in collaboration with your classmates, create a conditional statement using "If... Then | With the help of your teacher, create a branching structure using "If... Then | Solving the questions in the school textbook |
| Weekly Assessment                                                                                                                                                           |                                            |                                                   |                                                                                             | Complete:1-The Step coefficient in the For... Next it is..... |                                                                                         |                                                                               |                                              |

| Grade  | Class | Date | Period | Unit  | Lesson | Lesson Title          |
|--------|-------|------|--------|-------|--------|-----------------------|
| PREP 3 |       |      |        | three | 2      | Following For... Next |
|        |       |      |        |       |        |                       |
|        |       |      |        |       |        |                       |
|        |       |      |        |       |        |                       |

**Introduction / Can the amount of increase in repetitive sentences be controlled?**

**Lesson objectives/**

**1-Display** the numbers inside the textbox-      **2.-Set** the Multiline property correctly.      **3-Conclude** some observations about the sentence For... Next

| Skills, values and issues covered in the lesson                                                                                                                             | Teaching Aids                              | Assistive technology for integration if available | Teaching strategies                                                                         | Subject                                                                 | Educational activities                                                    | Formative assessment                                    | Evaluation                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------|
| <b>Learning to Be:</b> Technological Awareness<br><b>Work Values:</b> Clarity and Transparency<br><b>Global Issues:</b> Keeping pace with hardware and software development | whiteboard - Presentation -Electronic Book |                                                   | <input type="checkbox"/> Practical Training - <input type="checkbox"/> Cooperative Learning |                                                                         | Use a loop statement to repeat a sentence for an infinite number of times | Summarize the steps you took to create an infinite loop | Solving the questions in the school textbook |
| Weekly Assessment                                                                                                                                                           |                                            |                                                   |                                                                                             | Complete:1- Use a sentence..... to know how many repetitions in advance |                                                                           |                                                         |                                              |



| Grade  | Class | Date | Period | Unit  | Lesson | Lesson Title |
|--------|-------|------|--------|-------|--------|--------------|
| PREP 3 |       |      |        | three | 3      | Do... While  |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |

**Introduction / Can the loop be implemented conditionally?**

**Lesson objectives/ 1.**Use the DO clause. While to execute code an indefinite number of times.

**2- Recognize** the use of the Do.. clause While.

**3. Deduce** some commands for the DO... While

| Skills,<br>values and<br>issues<br>covered in<br>the lesson                                                                                                | Teaching<br>Aids                           | Assistive<br>technolog<br>y for<br>integratio<br>n students<br>if<br>available | Teaching<br>strategies                                                                   | Subject                                                                                     | Educational<br>activities                                                                                | Formative<br>assessment                                                      | Evaluation                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------|
| <b>Learning to Be:</b> Technological Awareness<br><b>Work Values:</b> Mastery and Verification<br><b>Global Issues:</b> Participation in the Digital World | whiteboard - Presentation -Electronic Book |                                                                                | <input type="checkbox"/> Brainstorming- <input type="checkbox"/> Dialogue and Discussion |                                                                                             | Through discussion with your teacher, find the difference between the two loop statements in the lesson. | With the help of your teacher, repeat a specific code using:<br>"Do... While | Solving the questions in the school textbook |
| Weekly Assessment                                                                                                                                          |                                            |                                                                                |                                                                                          | Complete:1- . Use a sentence..... To repeat a particular code for a number of unknown times |                                                                                                          |                                                                              |                                              |

| Grade  | Class | Date | Period | Unit  | Lesson | Lesson Title |
|--------|-------|------|--------|-------|--------|--------------|
| PREP 3 |       |      |        | three | 4      | Procedures   |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |

Introduction / What are the procedures?

Lesson objectives/-Recognize the concept of the procedure. -List the types of procedure. -Recognizes the importance of various procedures

| Skills, values and issues covered in the lesson                                                                                     | Teaching Aids                              | Assistive technology for integration students if available | Teaching strategies                                                                       | Subject                                    | Educational activities                         | Formative assessment                                | Evaluation                                   |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------|-----------------------------------------------------|----------------------------------------------|
| Learning to Be: Technological Awareness<br>Work Values Cooperation and Sharing<br>Global Issues: Participation in the Digital World | whiteboard - Presentation -Electronic Book |                                                            | <input type="checkbox"/> Dialogue and Discussion - <input type="checkbox"/> Brainstorming |                                            | Determine the output values from the procedure | On the computer in front of you, call the procedure | Solving the questions in the school textbook |
| Weekly Assessment                                                                                                                   |                                            |                                                            |                                                                                           | Complete:1- Types of procedures.....,..... |                                                |                                                     |                                              |

| Grade  | Class | Date | Period | Unit  | Lesson | Lesson Title |
|--------|-------|------|--------|-------|--------|--------------|
| PREP 3 |       |      |        | three | 5      | Function     |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |
|        |       |      |        |       |        |              |

**Introduction / What is a function?**

**Lesson objectives/1 -Recognize** the concept of Function.

**2 -Acquire** the skill of dealing with the function correctly.

**3 -Recognize** the importance of the function.

| Skills, values and issues covered in the lesson                                                                                                          | Teaching Aids                              | Assistive technology for integration students if available | Teaching strategies                                                                    | Subject                                                                   | Educational activities                                                                                      | Formative assessment                                                                  | Evaluation                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Learning to Be:</b> Technological Awareness<br><b>Work Values</b> Cooperation and Sharing<br><b>Global Issues:</b> Participation in the Digital World | whiteboard - Presentation -Electronic Book |                                                            | <input type="checkbox"/> Active Learning - <input type="checkbox"/> Active Application |                                                                           | <b>In collaboration with your classmates, determine the data type of the value returned by the function</b> | <b>With the help of your teacher, prepare the declaration format for the function</b> | <b>Solving the questions in the school textbook</b> |
| Weekly Assessment                                                                                                                                        |                                            |                                                            |                                                                                        | Put ✓or X:Procedure is declared once and calls any number of times(    ). |                                                                                                             |                                                                                       |                                                     |

| Grade  | Class | Date | Period | Unit | Lesson | Lesson Title   |
|--------|-------|------|--------|------|--------|----------------|
| PREP 3 |       |      |        | four | 1      | Cyber bullying |
|        |       |      |        |      |        |                |
|        |       |      |        |      |        |                |
|        |       |      |        |      |        |                |

## Introduction / What is cyberbullying?

**Lesson objectives/**1. -Defines cyberbullying.      - .2Identifies the means of cyber infringement      .3. -Follows the correct behavior in the face of cyberbullying..

| Skills, values and issues covered in the lesson                                                                                                        | Teaching Aids                              | Assistive technology for integration if available | Teaching strategies                                                            | Subject                                                                       | Educational activities                                                                         | Formative assessment                                                                 | Evaluation                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Learning to Be: Technological Awareness</b><br><b>Work Values Social Responsibility</b><br><b>Global Issues: Participation in the Digital World</b> | whiteboard - Presentation -Electronic Book |                                                   | <input type="checkbox"/> Active Learning   - <input type="checkbox"/> Training |                                                                               | <b>In collaboration with your classmates, create a conditional statement using "If... Then</b> | <b>With the help of your teacher, create a branching structure using "If... Then</b> | <b>Solving the questions in the school textbook</b> |
| Weekly Assessment                                                                                                                                      |                                            |                                                   |                                                                                | Put ✓ or X: Harassment and blackmail from forms of cyber infringement (    ). |                                                                                                |                                                                                      |                                                     |

